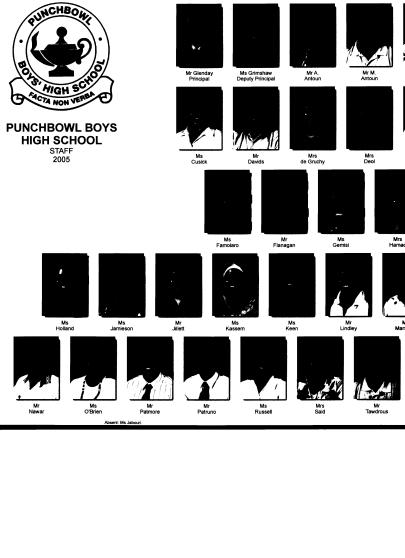
**ABOUT THE FACULTY ….**

*Principal’s Sign Off: ………………………….……….*

*Date: ……………….………….*

2012 Edition

Punchbowl Boys’ High School

**Faculty Name**

**Faculty Plan**

2012 - 2014

|  |  |
| --- | --- |
| About the Faculty | *Faculty Aims* |

***School Directions 2012 – 2014***

*Priority Areas*

**Student Engagement and Attainment:**

Student engagement occurs when students make a psychological investment in learning. They try hard to learn what school offers. They take pride in understanding the material and incorporating or internalizing it in their lives.

Students have a 'positive learning disposition' and are open to new learning. They need to develop engagement with learning goals so as to gain worthwhile learning.

**Leadership and Management:**

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

School management is the process of providing a positive, optimistic, invitational, trusting and safe learning climate.

**Literacy:**

**Literacy** is fundamental to the education and life opportunities of students. It is widely acknowledged that **literacy** is an essential life skill and that well developed **literacy** skills improve students' life chances.

**Numeracy:**

Numeracy is fundamental to meet the general demands of life at home, in paid work, and for participation in community and civic life. A basic understanding of numeracy will enhance all aspects of the quality of life and independence of young people.

**Curriculum and assessment:**

Curriculum and assessment practices support our students to become successful learners, confident and creative individuals, and active and informed citizens.

Teachers provide clarity of expectations and a belief that all can learn. Teachers are 'open' to new ideas, develop positive learning climates, inspire student enthusiasm for learning and value the importance of student efforts to improve.

***School Directions 2012 – 2014***

*Priority Areas ~ Targets*

*Summary*

**Targets**

* 1. Increased levels of overall literacy and numeracy achievement for every student in line with state and regional targets.
* 2. Implementation of a contextually relevant curriculum that improves student learning outcomes incorporating appropriate assessment and reporting practices that are embedded in all teaching and learning programs.
* 3, All students are engaged in and challenged by a quality learning environment to achieve academic and/or vocational success through school structures and practices that respond to the diverse needs and unique characteristics of every student in partnership with the community.
* 4. Increased staff capacity for innovative leadership meeting the needs of the changing and evolving school context through strengthened leadership and management capacity of school staff, executive and senior executive driving school improvement.

**Priority Areas**

**Punchbowl Boys’ High School Plan Summary 2012**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Literacy and Numeracy** | **Curriculum and assessment** | **Student engagement and attainment** | **Leadership and management** |
| **Strategic Outcomes** | *Students are challenged to do their personal best. Quality Teaching and learning practice ensures students; Literacy; Numeracy; and ICT skills are developed to the highest, so that students continue to grow and reach appropriate stage outcomes and perform well in achieving National Benchmark assessments.* | *Teachers provide clarity of expectations and a belief that all can learn. Teachers are 'open' to new ideas, develop positive learning climates, inspire student enthusiasm for learning and value the importance of student efforts to improve.* | *Students are seen as individuals whose individual development is tracked and provided for, to ensure that all students are well rounded, skilled and aware individuals and citizens of a modern Australian society.* | *Management and organisation structures ensure that the optimum learning conditions and environment exists in the school through a culture that promotes high expectations, co-operation and achievement in a safe and conducive school environment.* |
| **Outcomes** | To increase the proportion of Year 9 students in NAPLAN **reading, writing,** **spelling, punctuation, grammar and numeracy** at minimum or above bands 6 – 10.  To increase the proportion of Year 9 students in NAPLAN achieving in top two bands.  Increased levels of overall literacy and numeracy achievement for every student in line with state and regional targets. | All KLAs to implement a broad, inclusive and relevant curriculum through quality teaching and learning programs based on the Quality Teaching Framework for Stage 4, Stage 5 and Stage 6 in 2012.  All KLAs will have quality assessments based on the Quality Teaching Framework for Stage 4, Stage 5 and stage 6 which are used to inform our reporting practices in 2012.  30% of staff to deliver teaching and learning programs rich in ESL pedagogy in 2012. | All students are engaged in and challenged by a quality learning environment to achieve academic and/or vocational success.  Evidenced by:   * At least a 10% reduction in students achieving Bands 1 and 2 in the HSC. * Increased proportion of students completing Year 12 or recognised vocational pathway from 51% in 2011 to at least 56% in 2012 | Strengthened leadership and management capacity of school staff, executive and senior executive driving school improvement.  Increased staff capacity for innovative leadership meeting the needs of the changing and evolving school context. |
| **Indicators** | Faculty T&L programs have Literacy and Numeracy strategies embedded and is also evidenced in student samples of work.  Teachers use a data informed approach to embed literacy and numeracy strategies such as- NAPLAN analysis, lesson study and assessment results.  Faculty and TPL Plans explicitly reflect specific literacy and numeracy skills that are being targeted. | All T&L programs are evaluated to improve student learning outcomes  Evidence of the development of quality assessment tasks for Stage 4-6 and the use of consistent teacher feedback structures to students.  The development and the sharing of teaching strategies to enhance feedback on learning enable student self-assessment and peer assessment. | Students are engaged with a learning environment that embeds high expectations, provides career support to assist each student to make informed choices about courses, work and life as evidenced by retention data and exit interviews. | Teacher Quality is developed by 100% of PBHS staff having a professional learning plan updated annually which is also aligned to the faculty, school and regional plans in 2012.  All Early Career Teachers to complete the NSWIT processes for accreditation or maintenance of Professional Competence in 2012. |
| **Strategies** | Implement a whole school approach to promote effective use of qualitative and quantitative data to inform teaching and learning in literacy and numeracy.  Whole school commitment to develop a research based approach to improve literacy outcomes for students by supporting teachers to develop a greater understanding of how students learn, how to improve student learning outcomes and to utilize findings by leading research. | The further development, implementation and evaluation of whole school quality programming and assessment using ESQT (underpinned by the NSW QT Framework), to enhance student expectations, engagement and learning outcomes. | Extension of embedded student wellbeing approaches to increase student engagement, participation and retention through the further expansion of the PBIS Framework by explicitly teaching positive behaviour | Opportunities for staff to learn from each other and provision to specialised knowledge and skills  Evaluation of the impact PL has on the effect it has on student achievement  Teams and individuals demonstrate leadership and willingly accept leadership responsibilities in order to contribute to school improvement |

**TOTAL FACULTY BUDGET ~ 2012**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PROPOSED INCOME** | **$** | **PROPOSED EXPENDITURE** | **$** | **CASH FLOW** | | | |
| **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| Funds Carried Forward from 2011 Brought Forward Income 2012 |  |  |  |  |  |  |  |
| TOTAL INCOME |  | TOTAL EXPENDITURE |  |  |  |  |  |

**Punchbowl Boys’ High School ~ Faculty Plan 2012 – 2014**

*Students are challenged to do their personal best. Quality Teaching and learning practice ensures students; Literacy; Numeracy; and ICT skills are developed to the highest, so that students continue to grow and reach appropriate stage outcomes and perform well in achieving National Benchmark assessments.*

**Literacy and numeracy**

| Program Focus / Outcomes | DET Priority Area | School Target | Indicators | Strategies | Timeframe | Responsibility | Resources |
| --- | --- | --- | --- | --- | --- | --- | --- |
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**Punchbowl Boys’ High School ~ Faculty Plan 2012 – 2014**

**Curriculum and Assessment**

| Program Focus / Outcomes | DET Priority Area | School Target | Indicators | Strategies | Timeframe | Responsibility | Resources |
| --- | --- | --- | --- | --- | --- | --- | --- |
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*Teachers provide clarity of expectations and a belief that all can learn. Teachers are 'open' to new ideas, develop positive learning climates, inspire student enthusiasm for learning and value the importance of student efforts to improve.*

**Punchbowl Boys’ High School ~ Faculty Plan 2012 – 2014**

*Students are seen as individuals whose individual development is tracked and provided for, to ensure that all students are well rounded, skilled and aware individuals and citizens of a modern Australian society.*

**Student engagement and attainment**

| Program Focus / Outcomes | DET Priority Area | School Target | Indicators | Strategies | Timeframe | Responsibility | Resources |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
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*Management and organisation structures ensure that the optimum learning conditions and environment exists in the school through a culture that promotes high expectations, co-operation and achievement in a safe and conducive school environment.*

**Punchbowl Boys’ High School ~ Faculty Plan 2012 – 2014**

**Leadership and Management**

| Program Focus / Outcomes | DET Priority Area | School Target | Indicators | Strategies | Timeframe | Responsibility | Resources |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
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